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The Editors Say:

Yes, we have a blue pencil—though it is just as likely to be red or black. The color doesn't matter so much as what the pencil does.

▼

Its first activity, of course, is to pounce upon any small error that may have passed unnoticed by the author or the typist. You know how a slip in grammar, a misplaced modifier or a misspelled word sidetracks your attention as you read. Not that our blue pencil catches every slip of the typewriter or the linotype. We wish it could, but alas, 'tis fallible.

▼

A major task of our blue pencil is to assist the writer to convey his messages as directly and with as little waste of words as need be.

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In these times when everybody is asked to avoid waste, our blue pencil tries more than ever to conserve not only type and paper, but the precious time of busy readers.

▼

Please do not construe any of this as a criticism of our writers. Most of them write so well and so much to the point that the editorial graphite finds little it can do.

▼

Now and then we bite the pencil pretty hard as we try to make it answer for us the question, "Why is an editor anyway?" The best reply it ever gave us was the following: "An editor is because somebody has to do it; select what he thinks his readers want and serve it to them as he thinks they would like to have it served." Clearly the question was a tough one for the neversharp.

▼

Speaking of slips—how do you suppose this happened? The article titled "Child Guidance in Greenwich" in our December issue was mistakenly attributed to Mr. Hardy R. Finch of that city, rather than to Mr. Frederick A. Zehrer, Director of Guidance in the Greenwich Public Schools, who was the real author. The blue pencil shoulders the blame and offers its apologies to Mr. Zehrer, and its thanks to Mr. Finch for calling attention to the error.

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Editorials

The Will to Win

Initial successes of the enemy are a bitter pill to American pride and a source of discouragement to the faint-hearted. Moreover, every battleship lost and every citadel or outpost taken gives that much more advantage to the foe and makes that much more to be recovered by long hard fighting.

Notwithstanding all this, the United States is better off at this moment than if those treacherous first assaults by the Japanese had failed. Our own set-backs at the start have demonstrated the difficulty of the task to every one of us.

Thus, while we despise the Japs for their double dealing, while we excoriate our sentries who slept at their posts in the Pacific, while we deplore the lack of equipment at a dozen critical points that resulted in military setbacks within the first month—our resolution is the firmer and our faith in the ultimate outcome should be all the stronger.

The Exodus of Teachers

Reports indicate that many persons are quitting the teaching profession to take higher salaries offered them in defense work. Thus a shortage of teachers is already noted in thirty-four states and there is growing danger that the children will suffer from being put into crowded classrooms or subjected to sub-standard instruction.

Discount such warnings as one may for the fact that many of the departing teachers were mere opportunists or political appointees whose retirement from teaching is no great loss, there still remains a problem of filling their places with persons as well or better qualified, and this forms a challenge to educational authorities and civic leaders. Teachers in many districts have long been existing on a near-starvation wage. For these, the rising costs of necessaries and the pressure of new taxes leave only one answer—to step aside into some occupation that will enable them to live. But there is another answer which their communities can and ought to make, namely adjust the salaries in line with rising costs.

School standards, both in teaching personnel and in instructional equipment, must be maintained or we shall lose much of the best that we are fighting to preserve.

Teach Democracy

The morale division of the Army has formulated a plan which, if approved by the army chiefs, will give our American soldiers a thorough course in the background of the war, especially *why* they are fighting, and *what* they are fighting for.

Lieutenant General Ben Lear, Commander of the Second Army, has announced a thirteen-week series of lectures, beginning this month, for his 120,000 officers and men. Our democracy will be compared with Nazi, Fascist, and Communist systems, and our soldiers will be taught what our democracy means, and that it is worth preserving at all costs.

Why is it necessary to give American soldiers this grounding in democracy? Mainly because they were not properly taught as youngsters in school what democracy is and what it means, as the school children of Germany and Italy have been indoctrinated with the Nazi and Fascist creeds.

If our school children had been given definite, practical, inspiring instruction in democracy, from the time they entered first grade until they graduated from high school, it would not be necessary in time of great national emergency to give our soldiers a basic course in morale and the meaning of democracy.

Too long we have assumed that democracy needs no teaching, that young Americans will grow up automatically to be alert, diligent, discriminating, patriotic citizens. But evidence is ample that this is a false notion. Democracy needs to be taught in as definite and orderly a way as arithmetic or the English language. If the dictators can instill fanatical belief in systems that crush the individual, surely we can teach appreciation and practice of our democratic philosophy which exalts the individual and provides free choice and liberty.

Civilization in Eclipse

The man on the street is talking more sense these days, thanks in part to the absence of the man on the soap box to confuse and confound him.

But when the man on the street waxes pessimistic about the human race, some one should counter with a bit of long range optimism.

One hears, for example, that civilization was only a thin veneer anyway and now it has splintered away. The implication is that mankind is merely a beast with clothes on.

Let it be granted that animal passions still work strongly in determining human behavior and that the tooth-and-claw struggle now being enacted on a world-wide stage is an appalling manifestation of what humanity can descend to. Nevertheless, every student of history knows that civilization has registered moral gains that are lasting and cannot all be sloughed off in a war however vast and bestial.

Mankind, even today ,possesses a better self with higher ideals and nobler potentialities than ever before. Bad leadership and organized cruelty have temporarily submerged the worthier side of human character.

Civilization's next high task is to reverse this state of affairs and mobilize humanity for the expression of its better self.

Say It With Books

A call for ten million books of every good sort for American soldiers, sailors and marines, has been issued by the Red Cross, the United Service Organizations and the American Library Association. Here is an opportunity to educate and entertain our service men. Local libraries and other designated centers will receive the volumes and attend to their proper distribution. Experience has shown that the men possess an amazingly wide divergence of tastes in literature, while volumes of a factual and practical nature are eagerly read by thousands of men in the defensive forces. Schools as well as private individuals can, if they will, contribute to feeding the minds of our fighting men so that they may not only be inspired to do a better job against the Axis but may find refreshment in their off-time hours. The government itself is supplying excellent libraries to many of the larger camps. But the voluntary gifts of the citizens are needed to extend the distribution to a multitude of smaller or more isolated assembly places of our men in uniform.

Prison Hospitality

It would take more than the word "Welcome" on the doormat of a prison to make the average citizen wish to enter. This at any rate is true in ordinary times. But these times are not ordinary. Missiles are being dropped from airplanes in a variety of places. And a prison, built to withstand pressure from within, ought also to stand pressure from without if need be.

New York was apparently the first state to realize this fact, and its Commissioner of Corrections has issued a blanket invitation to the public to enter the nearest prison in event of an air raid. Shelter and food and beds, with hospitalization if one doesn't get there quick enough—all these are promised the mere ordinary citizen who hasn't done a thing to warrant his admission to one of these frowning structures.

The down-and-outer who tried so hard to get himself arrested in O. Henry's tale of "The Cop and the Anthem" evidently had the right idea of prisons—for a topsy turvy time like this.

Put No Ban on Radios!

New radios may become as hard to get as auto tires. Fortunately, however, radios wear out less rapidly than rubber, and we shall probably not have to cut down on our listening. In fact, the government had better not do anything that would look like suppression of a vehicle of news or free expression of criticisms. Shutting down on repairs or replacements of radio receiving or sending apparatus would—like a curb on book or newsprint papers—constitute an infringment upon an essential freedom. Had radio been known when the guarantee of a free press was written into the American Bill of Rights, it would most certainly have been included—the Marconi device alongside that of Gutenberg. Strange that Germany and Italy—the nations that gave birth to printing and wireless should be the ones today to be bending both these instruments to falsification and the overthrow of freedom.

Demonstrate Faith

"Hitler may win. I don't know." So remarked a speaker before a group of civic leaders in Boston the other day. Such statements, carelessly thrown out by any one in a position of influence, can do much harm. Nobody really *knows*. But that is where faith and determination must play their part. Let us stress what we believe, not what we do not know.

Boss of the Arsenal

After much trial and error as to the best method of organizing the nation's industry for maximum war production, the President has set up a War Production Board with a chairman who is promised complete authority and the final word. The person chosen for this greatest industrial responsibility in all history is—as everyone knows—Donald M. Nelson, who has been demonstrating his ability to get things done and to snip red tape in a series of defense control centers at Washington since June 30, 1940. And where did Nelson train for these huge governmental tasks? Merely as executive vice president of the country's leading mail order house. But all the farmers were already aware you can obtain 'most anything from Sears Roebuck.

More seriously—the fixing of industrial authority in one well qualified person, may prove to have been the most important move yet made toward victory.

The Place of Facts in Education

LEWIS H. CHRISMAN
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Buckhannon

IT WAS just eighty years ago that Herbert Spencer published his famous book on *Education*. Opinionated, one-sided, and arid as the work is in many ways, it is still a part of living educational literature. And no section of it has been more frequently quoted than the famous essay entitled, "What Knowledge is of Most Worth?" In 1895 Nicholas Murray Butler, as president of the National Education Association, borrowed Spencer's title for the caption of his official address which discussed the theme from an entirely different and much more enlightened point of view. Modern educators would find the reading of the two discussions highly stimulating. In spite of diametrically opposite positions both men take for granted that there is an educative value in knowledge as such.

In this they seem to differ from many who today write and speak upon educational subjects. Just a few hours ago I attended an educational conference which will stand out as highly unusual because not one of the speakers directly or indirectly warned the teachers of the danger of content-centered education. Not a single word was spoken concerning the futility of "cramming the mind of the child" with a conglomeration of "undigested facts". For a number of years many educators have been especially worried over this matter. Some of us, however, as we have read examination papers have not been impressed that we have been successful in disseminating knowledge to the point of danger.

▼

Much of the talk in this regard has been a rehash of current bromides. There is a fashion in ideas as well as in clothing, furniture, and automobiles. It is tragically true that many of our comments upon people and events are repetitions of what somebody else heard the party of the third part in turn re-echo. Eventually such repetitions are taken as the law and the gospel which only the crassest kind of heretic would dare to dispute. Yet under all this welter of catch-words and attenuated worn-out shibboleths there lies a question which everyone interested in the problems of education must sooner or later face. The thought can be expressed in the words, "To what extent is the mastery of facts an educational process?"

▼

The issue was clearly expressed in a discussion of The University of Chicago Round Table of February 2, 1941. The program on that day was a recognition of the tenth anniversary of the inception of the Forum and the subject was "The Last Ten Years". Professor Percy H. Boynton, in speaking of the changes during the decade in the programs on the air that are now being addressed to thinking listeners, divided them into two groups: the "what do you know sort", and the "what do you think type". In replying to this Professor T. V. Smith, a member of Congress, replied: "These 'information, please' programs put me to sleep, because I am not interested in facts. I like the second thing you suggest: What do these facts mean? What are we to think about the events?"

It might be unjust to read too much into a passing remark, but the inference could be made from this that while ideas are of value, facts are intellectually worthless. Probably a fairer interpretation of Professor Smith's statement would be that isolated, detached, uninterpreted facts amount to little or nothing. This is so true that it would be silly to deny it.

Yet the mastering of a part of the accumulated knowledge of the ages is one of the basic processes of education. No matter how much we have been inclined to minimize this, our practice has been wiser than our theory. We have gone right on teaching facts. Again and again the good teacher has made a special effort to arouse curiosity in regard to them. He has seen to it that the student has acquired some concrete data in the field which is being studied. He has done his best to perform the miracle of transforming dry bones into living truth. In a number of the departments of knowledge, at least, the efficiency of the teacher can be gauged by his ability to teach the student to master for himself certain definite facts.

But some questions arise. Should not a course be inspirational? Most certainly, but courses are primarily conducted for the teaching of given subjects. The statement made so often that "good old Professor Doe did not teach me much, but I got a lot of inspiration from him" is a dubious compliment. Inspiration for what? Teaching is not done in an intellectual vacuum. The best type of classroom inspiration is that which makes the student hungry to know more.

▼

Even more fallacious is the idea that there is a conflict between knowledge and the power of accurate thinking. The ability to think is an essential mark of an educated man. Carlyle never

wrote a truer sentence than when he said: "Truly a Thinking Man is the worst enemy the Prince of Darkness can have; every time such a one announces himself, I doubt not there runs a shudder through the Nether Empire and new Emissaries are trained with new tactics to entrap him if possible, and hoodwink him, and handcuff him." Since John Dewey published *How We Think* in 1909, scores of books and hundreds of articles on the subject have appeared. In this connection, however, just one phase of the matter can be taken up.

No man can think correctly unless he has the factual basis. To sit in the offing in a hotel lobby and listen to an uninformed, prejudiced, dogmatic discussion of current affairs is an experience which is both depressing and instructive. Under such circumstances it will be noted that much of the difficulty comes from the lack of what a bewildered Congressman once described as "preliminary information". The first step in correct thinking is the securing of facts. As Robert Browning put it, "But facts are facts and flinch not".

▼

The story is told of a group of monks in a medieval monastery debating with much learning and fine-spun logic the question, "How many teeth has a horse?" But this time something happened. There was present a "young friar of goodly bearing", and this callow youth performed in an exceedingly erratic fashion. "To the bewilderment of the disputants, whose wisdom he sore vexed, he beseeched them to unbend in a manner unheard of, and to look into the open mouth of a horse for an answer to their questionings. At this, their dignity being grievously hurt, they waxed exceeding wroth; and joining in a mighty uproar, they flew upon him and smote him hip and thigh, and cast him out forthwith."

▼

In sound reasoning there is no substitute for knowledge. The pedagogical implications of this are by no means hard to see. Subjects of the type of geography, history, sociology, and government furnish abundant opportunity for the training of youth in the art of careful thinking, but the teacher who would ignore content values would get nowhere. Emptiness of mind is not conducive to correct thinking. The finest logical machine in the world will accomplish nothing unless it has something to work on. The teacher who would do his part in training the student to think must stress primarily the importance of that intellectual honesty which always bases reasoning processes upon the stubborn fact.

Another of the characteristics of the educated man is that he lives in a world of wide horizons. Provincialism is one of the major intellectual sins. In Tennyson's "Geraint and Enid" we read these words:

"Ye think the rustic cackle of your bourg
The murmur of the world!"

This is a distortion of perspective which represents a most serious defect. It is, nevertheless, a limitation which education can eradicate. Nothing better has been written on this general theme than the essay on "Knowledge Viewed in Relation to Learning" in *The Idea of a University* by Cardinal Newman. In it he says: "Knowledge, then, is the indispensable condition of expansion of mind, and the instrument of attaining it; this cannot be denied, it is ever to be insisted on; I begin with it as a first principle."

▼

Yet Newman does not stop here. He would admit the existence of the "dead fact". With this admission none of us can take issue. In my first teaching position the institution conducted what was known as a "Normal Department". This, though, should have been called a "Cramming Department". When the district schools of the region closed, the teachers came in to prepare for passing their next examinations. Our task was to get them ready for that ordeal. One of my colleagues, who was noted for his skill in work of this type, kept on hand the examination questions for years back. The best answers to these were drilled into the student with relentless assiduity. The adopted text books were committed to memory in the same way. The instructor who tried to do a little real teaching in connection with this orgy of cramming did not entirely escape criticism for departing from the straight and narrow path. Although for most of these teachers and embryo teachers, the process was one of lifeless memorizing, some minds were so much alive that in the hands of teachers who were more than crammers, apparently barren data burst into knowledge.

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After stating his acceptance of the acquisition of knowledge as the first principle of enlargement of mind, or illumination Cardinal Newman asserts the following: "The enlargement consists not merely in the passive reception into the mind of a number of ideas hitherto unknown to it, but in the mind's energetic and simultaneous action upon and towards these new ideas which are rushing in upon it." This is what we now call creative learning. And it goes hand in hand with creative teaching, which never minimizes real knowledge but organizes it, vitalizes it, and uses it.

"The chief defenses of democracy are not material. They are mental and spiritual. At the very foundation of the structure of democracy must be a sound system of public education."
Calvin Coolidge.

Put Children's Patriotism to Work

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Organize them to find useful outlets for the emotional tensions caused by war talk.

CHILDREN are active creatures. To them to think is it oct. To be patriotic means to act it. The very young play taking food to Britain, flying airplanes, and all the other play-acting games their keen imaginations can contrive. The older children sing patriotic songs and build model airplanes. This playing, shouting, and singing helps relieve emotional tensions. All of these are good outlets, but wasteful in an emergency such as the present crisis in America. What these children want is action. There must be something they can do. What?

Children are natural collectors. With a little organized leadership children would collect waste cotton, scrap iron, etc. rather than stamps and match boxes. But instead we discard cotton rags, papers, and other things that could be converted into useful articles of defense. The children, over twenty million of them in America, would feel proud to be enlisted to help with these problems.

Children want to organize; they want to belong; they want to help. They want to participate so much that they knit dolls' afghans and make model airplanes. Why couldn't their services be enlisted in knitting for "the boys" and in making Red Cross articles instead of playing at it? Children save; they invest—in skates, stamps, sweets. They could continue to save; they could continue to spend —wisely—and at the same time they could be taught the meaning of interest and investments through the purchase of war savings stamps. Why don't they do it?

Because they lack organization. How can they be organized? Our own country in the last war and Great Britain in the present war have set the example. Twenty years ago an organization was provided whereby American children bought war savings stamps at school; in organized clubs they did Red Cross knitting and bandage making and they helped with candle-making.

Great Britain has organized the children to help in the present war under the sponsorship of such organizations as the Board of Education, the Y.M.C.A., and the church. Such names as the Church Lads Brigade, the Girls Life Brigade, the Junior Home Guard, are common terms in Britain today. According to a report obtained from the British Library of Information, "In August, 1940, the Board of Education set up a central organization to help the local authorities in stimulating and expanding the opportunities for physical training. . . . In order to enable young people to help directly in the war effort, the Board of Education recommended that the Youth Committees should set up Youth Service Corps. These cooperated with the various youth organizations in forming voluntary groups to work in hospitals, first aid posts, help with evacuation, forestry, gardening, farm and salvage work. . . . The Government issued a circular to children and young people suggesting various ways in which they could help the community in war. The circular gave them various hints on behaviour, advising discretion in spreading unconfirmed stories, keeping an eye on what was happening around them, but also pointed out ways in which they could be of concrete service. They should learn how to turn off the gas mains in their homes, find out the location of the nearest hydrant, learn games to amuse young children during air raids, know where old or crippled people live and the location of the nearest A.R.P. and First Aid posts, so that they could make themselves useful in emergencies. Holiday dates were fixed so that older children could help farmers in the harvest and in fruit picking."

Our problems in this country may be different from those in Britain, but we have the same fundamental problem of organizing our children to help them find useful outlets for the emotional tensions caused by defense programs and war talk. To organize the children in this country we have all the essentials but lack the stimulus to start the work. We have already seen the outcome of the desire of our children to help as shown in their active participation, through the Boy Scouts, in the collection of aluminum. But it took leadership. Shall we wait for each separate call for goods and then give only one group of children an opportunity to participate?

Why waste child energy, interest, and patriotism? Give all a chance! A central agency to stimulate organized leadership in the schools, in youth club groups, and in churches is needed. If such an agency should start the wheels turning, the children of America would surprise us with their cooperation, their energy, their contributions. Let us give our children guidance in release of emotional tensions—release in a satisfying and useful direction.

"On with the Show!" Say Parents of Quiz Kids

ANSON W. BELDING

ENTERTAINED and astonished as millions of us have been at the radio performances of quiz kids there has been some wagging of heads among thoughtful listeners as they pondered the possibly dire effects of these appearances upon the young participants.

Several such effects these programs could be expected to have upon the youngsters who starred in them were cited by George W. Lyon in his article "Is It Good for the Quiz Kids?" which appeared in the December issue of THE JOURNAL OF EDUCATION. To quote Mr. Lyon:—"How is the Quiz Kid going to orient himself at school and in his special group made up of children of average abilities and attainments? Will his position be analogous to that of 'teacher's pet'? In a situation of this sort the child may react in one of two ways. He may become self-conscious, introspective and even depressed at times by the constant 'kidding' of his companions. Or if he is able to take all the banter, he may employ a sort of defense psychology and become an insufferable little snob."

Shortly before Mr. Lyon's article was submitted and accepted for publication, doubts about the value of these quiz kid programs had come to the attention of the JOURNAL'S editors, and they had decided to look into the matter. What were the actual effects of the quiz experiences upon the quizees? Who would know? Parents and teachers of the quiz children—preferably the teachers, since their judgments might be less warped by affection. Still, the parents of these exceptional youngsters ought to average pretty high in intelligence themselves, and should be able to report dispassionately.

The editors wrote to the managers of the nationally broadcast "Quiz Kids" program of Chicago, and found them interested and ready to cooperate. If THE JOURNAL OF EDUCATION would prepare a questionnaire the company would gladly mail it to the parents of the eighty youngsters who have appeared on their program, and later to the teachers whose names the parents would furnish.

The questionnaire contained only three questions:

(1) In what respects, if any, do you find the child has been benefitted in personality or character from being a "Quiz Kid?"

(2) In what respects, if any, has the experience been harmful?

(3) On the whole, then, and aside from any financial prize, which do you think has been the greater, the benefit or the harm?

Replies to the number of 45 have been received from parents.

In going through these replies, I have been amazed. Not only do 80% of the respondents consider the benefits greater than the ill effects, but the specific improvements observed in the children present a surprising variety and at certain points reveal the very opposite results from the unhappy ones predicted by the sceptical.

There are 29 mentions of a gain in self-confidence, poise or dignity, with three assurances that this is "without smartness." Increased interest in school work is named 12 times. Better cooperation and sportsmanship are also noted 12 times. Six of the children have shown greater alertness, broadened interests, a taste for better reading or better radio programs. Five of the parents point to new contacts, experiences and friendships as assets, especially the competition with other Quiz Kids. Learning to be a good fellow or some other phase of social development gets five citations. Two of the children are reported happier because of giving pleasure to others. Generally improved personality and character is mentioned twice. Five of the observers see no benefit; some of these answers coming from parents whose children appeared only once on the programs and seemed not to be affected either way.

Here is a typical reply:

"It has given him confidence in himself, it has developed in him the ability to think out the answers to questions on the program and to express his thoughts clearly. It has effaced any self consciousness he might have possessed. It has given him a clear conception of cooperation, of loyalty and friendship, of good sportsmanship in failure and modesty in success. It has enabled him to make contacts that would not have been possible otherwise. It has given him an incentive to further study and broadening of his sphere of knowledge."

There is a very detailed account of one girl who admittedly was never a good student and never won a place on the honor roll at school. Only after she became a Quiz Kid did she attack her studies with zest. The report on this girl illustrates the care which many of the parents have obviously taken to answer the questionnaire without prejudice:

"In order to be certain that we were viewing this situation objectively and without bias, we discussed this questionnaire with friends who have shown a marked interest in our daugh

ter and who come in contact with her frequently. They definitely feel that the experience has been highly beneficial to her, that since her Quiz Kid activities she has shown more and more poise. They also stated that they have been unable to note any harmful effects as a result of her Quiz Kid experience."

Now for the replies to the second query—regarding injurious effects upon the child.

Of the 45 responses, exactly 38 indicated no injury observable. Seven saw harmful results. One lad had his relatives worried because he stuck in his room to hear an address by the President while his mates were all out playing. One child suffered temporary nervous upset. One child was made miserable by the jealousy of schoolmates. One found new acquaintances awed, and doesn't like being called a "Brain". The parents of three commented that it would be easy for the child to acquire an inflated ego if not discreetly handled.

Question Number Three is really the crucial one. It calls for weighing the gains against the losses and deciding which is greater. Here is how the parents balance the account:—36 of the 45 are convinced that the benefits exceed the harm (21 of these being emphatic in this verdict). Eight are undecided. Only one pronounces the experience more harmful than helpful. This is the parent who wrote that new acquaintances are awed and the child is called a "Brain". The parental verdict then is 36 to 1 in favor of the Quiz Kids experience, with eight not voting.

Thus, on the face of the returns from parents of Quiz Kids, there is many times more satisfaction than complaint. In place of social detriment and isolation, the child has usually gained new friends and been able to take his applause with modesty. In some cases a child previously too sure of himself has been brought down to earth by meeting keener minds than his own.

Later I hope to report from the teachers.

Iowa's "School in a Box"

J. A. RICHARDS

OUT in Mason City, Iowa, a young shaver was elected president of his class at school recently. Nothing unusual, you say? But, this lad had never seen the inside of the schoolhouse!

Victim of dreaded infantile paralysis, cheated of an even break at life's beginning, he is but one of Iowa's many physically handicapped youngsters who are being educated by remote control in fifteen school districts where science, in the form of two-way electrical intercommunication, holds out its helping hand.

Yes, little Mason City has what is believed by Jessie M. Parker, State Superintendent of Public Instruction, to be the only two-way speaker system employed by any school system in the United States. By means of an inexpensive device, called a Twinphone, the whole schoolhouse is brought beside the beds of incapacitated children right in their own homes.

One portable unit of the Twinphone is located in the classroom where it picks up and instantly transmits every spoken word clearly to the student's home station. There, propped up in bed or seated in a wheelchair, the unseen pupil truly has the best seat in the class. Like other pupils, he hears everything the teacher says, and makes his recitation which is heard by everyone in the class.

In the morning he turns on his set and is greeted by a cheery "good morning" from teacher and fellow classmates. He is now, by the magic of intercommunication, a vital part of his class.

As a matter of fact, he even follows his class around the school from room to room. For, as class moves, so does the school station. It is conveniently carried by the teacher and plugged into the nearest outlet. So, in turn, our pupil hears his history from the history room, science from the laboratory, etc.

Mason City has six handicapped students who are unable to walk to school. Prior to installation of the Twinphone two-way system they were visited by a teacher who tutored them for one hour daily. Today, they receive the benefit of a full day's curriculum. Use of the remote control classroom here, as in other Iowa school districts, is limited to children in the fifth grade or above. To them the speaker system brings not only obvious educational advantages, but values which psychologists deem equally important . . . contact with other children of their own age, mental stimulus which has a marked therapeutic effect, spiritual cooperation in a joint effort which instills the will to fight and live.

So enthused become the shut-in students that they participate in every school event with an intense vigor which relieves their overburdened little minds and bodies of the weight of physical ailments. One youngster has goldfish at home which he feeds when they feed the fish at school. Still an-

other, forgetting himself recently, was so lost in his concentrated home school room that he raised his hand to be excused. When little minds like these can be kept busy; medical science is given a chance to work upon maimed bodies.

The program of assistance to incapacitated students has been made possible in Iowa through State aid whereby the local school districts are reimbursed for the relatively low cost of purchasing and installing the Twinphone intercommunicators. The State itself reaps a long-run saving by eliminating a large portion of expense formerly incurred for visiting teachers. The only cost to the pupil himself is the monthly wire rental from the telephone company which has cooperated by bringing its rate down to less than one cent a day.

Strengthen School Ties

MIGNON QUAW LOTT
Baton Rouge, Louisiana

SOCIOLOGISTS, whose interest is primarily with groups, lay a great emphasis upon the ties that bind, for it is these ties that determine how strong the group is.

A group, according to their definition, may be two or more people, bound together by some common interests, the more of these interests, the better.

There are primary ties of kinship, race, religion, propinquity, occupation, education, politics. These are strong bonds.

In olden days, for instance, a family group was bound by the ties of propinquity and occupation, for the family business was located in the home, all members of a family working together, playing together, eating together, studying together, having the same religion and politics.

Now these bonds are severed. Father goes to work at an early hour in the morning and does not return till late at night. The children disperse to school, often gone all day long. Mother is left alone or with a baby or two. Home is more and more becoming a lodging house that serves two meals a day to its patrons.

▼

Schools are made up of such family products. The school, also being a group, finds its bonds of propinquity, religion, occupation, politics, race, etc., have been severed. It has become a great conglomeration of pupils from far distances, with varying religions, coming from homes of varying political faiths and varying occupations.

The little old Red School House sheltered farm boys and girls, many of whom were closely related to one another. They came from the same types of homes. They represented the same types of religious and political faith. The school itself was the center of community life. It was sort of the hub of this small universe.

Now if it is true that a successful school, like a successful family or married couple, is one that has the strongest of ties binding its members one to another, it behooves the heads of that school to set out deliberately to develop all kinds of ties to bind it to the pupils and the community it represents.

In the absence of primary bonds, what can be developed? Many things. First of all, human beings turn to comfort, brightness and happiness as flowers to the sun. Wise school heads will do all they can to make their schools attractive, inside and out, with flowers, landscape gardening, cleanliness, good ventilation, sunshine, comfortable seats, the right kind of lighting, artistic touches like pictures and growing things. The whole plant will spell Welcome.

But there is a more intangible tie that will bind the community closer than anything to the school. This tie is that greatest of all assets in business and professional life—*Good Will*. Smiling, gracious and impartial teachers, backed by the same kind of principal, can build up a gold mine of good will among pupils and parents. The type of teacher who closes her mind and heart to the school as she closes the door to her school room the moment her last class is done, will never build up good will for the school. As a good will getter, she is a liability. Cross, irritable, strained, unsmiling teachers will never build up good will, even though they stay hours and hours after school, making out reports and outlining courses.

How many genuine good-will getters can you count on your faculty? This does not mean the superficial back slappers, who neglect their work to run around being good fellows and pretending an interest they do not feel, in patrons and pupils. It means those who are genuinely interested in *people*, who give generously and intelligently, who are liked by all.

▼

If good will is the greatest asset which it is, *service* runs it a close second. Of how much use is your school to the community? How is it *used* by adults as well as children? Is this big, expensive plant of yours giving as much service as

possible? Or does the principal get to feel as if he owned the place and refuse to let the playground be used in the summer time or the assembly room be used by outside groups? Or is the janitor a dragon who is more concerned with making his work light for himself than having different rooms used after regular school hours?

Some school buildings are teeming with life night and day. They are giving a maximum of service and consequently have strong ties binding them to the community. Other, handsome schools, are locked and idle except for the regular six-hour period of actual teaching. Which has developed the stronger bonds?

Another strong tie to bind a school to its community is cooperation with other groups—religious groups, farming groups, industrial groups, social groups. The more ties of this type one can develop, the better. Many school principals consistently refuse to allow a PTA to be organized in their school. This is a very grave mistake. There could be no stronger tie than that represented by parent-teacher groups. And friendly cooperation will smooth out many perplexing problems. How many organizations do your teachers belong to in your community? Rotary? Eastern Star? Knights of Columbus? American Legion? Church groups? Woman's Club? Civic and service groups? Social Clubs? All these connections are ties that bind.

Another tremendously important tie that needs to be developed in all schools is the Recreational tie. Human beings are social creatures. They like above all things to play together. It is a wise school that provides plenty of recreation, not only on the playground but in the gym, in assemblies, in its music and dramatic departments. Some schools, with a great hold on their communities, stage monthly parties and get-togethers and many supervised dances. These are democratic affairs where all have a good time, not a privileged few.

In recreational activities, I refer only to the all-student recreation, not the doings of snobbish in-groups like fraternities and sororities that have proved such a grief to many school systems.

Blest be the tie that binds! Especially in these trying days when taxpayers look at a school system with an eye to cutting and paring its curriculum and finding out what it really does mean to a community.

It is a truism that no school can rise higher than its head, any more than a stream can rise higher than its source. The head is the superintendent or principal. How high does your stream rise in this matter of ties that bind?

Special Classes In Concord

GRACE C. KELLY
Supervisor of Special Classes
Concord, New Hampshire

THE Union School District of Concord, New Hampshire, recognizing its responsibility in guilding and training the mentally handicapped child, has organized a Special Class Department, consisting of one elementary and five junior and senior high school classes.

Any child who is two or more years retarded in a regular elementary grade is given the Stanford-Binet Individual Test. If his I.Q. is between seventy-five and fifty he is considered for the Special Class. There follows a complete physical examination and a comprehensive study of the child's environment. The parents are contacted, results of tests and examinations are explained to them. A child is never assigned to a Special Class without the consent of the parent.

Our elementary Special Class is made up of mentally retarded children between the ages of eight and eleven. The daily program is divided as follows: three-fifths of the time is devoted to academic work, one-fifth to physical education, and one-fifth to handcraft.

Promotion from this group to the junior high Special Class is on a chronological age basis. We feel that a child of twelve or thirteen, although mentally retarded, needs the social contacts of those near his own age. In the junior and senior high classes the work is departmentalized. Each child progresses at his own rate, his progress is continuous, though slow, and there are *no periods of failure* for the child.

In June, 1940, our first graduation from high school took place. This group, four boys and two girls, took part in all the high school graduation activities, wearing cap and gown, and had the usual write-up in the high school year book with nothing to indicate they were from the Special Class. The certificates which they received were the same in size and make-up as the regular High School diplomas, except that instead of "diploma" the word "certificate" was used.

In June, 1941 there were four Special Class graduates from the Senior High School. This Fall the Special Class enrolment in our High Schools is approximately 55, in the Elementary Special Class there are 16.

Perhaps even more important than either the academic or the manual training which these children receive are the social attitudes and habits which are encouraged as a very vital part of good citizenship. The ability to get along with other people, cooperation in class work and recreation, habits of cleanliness, industry and regularity, self-control, truthfulness, fairness, and self-dependence, are some of the social traits emphasized in Special Class activities.

Thus in Concord an attempt is made to give the mentally retarded child academic, vocational, and social preparation for later life.

The Principal Holds Court

If it isn't one thing it's half a dozen—and the principal needs to be a Solomon.

JAMES NEWELL EMERY
Pawtucket, Rhode Island

THERE'S a squabble in one of those vacant lots a few hundred feet away from the schoolhouse grounds. Redheaded Jerry McCarthy with his freckled face, and black-haired Tony Ogni are bristling up to each other like a pair of pugnacious pups. One sticks his tongue out—they glare in warlike fashion—start at last throwing a few halfhearted punches.

From every direction the crowd that is on its way home from school gathers around like ants around a bit of spilled syrup. Shrill encouragement, baiting first one and then another, comes from half a hundred voices anxious to see something started. At last the two sweaty and redfaced participants are beginning to go at it in earnest. Just then the "cop" intervenes, and someone from school sees the milling group and comes over with a stern command to "break it up."

It wasn't much of a fight. It started over a trivial incident on the playground. Jerry thought Tony was taking an unfair advantage in the marble game, or something of almost as little net importance. One threatened to "get" the other—and when the time came to go home that night, the smoldering trouble grew into a fist-fight.

It was harmless enough in itself—merely the boiling over of kids' nervous energies. But to the old lady who watched from her window or the parent who lives vicariously in every activity of her young hopeful, it was a "disgraceful affair." "The school authorities should do something about it."

There are exactly 893 youngsters of varying ages and sizes in that school. They aren't going to agree on everything or even get along peaceably all the time. When the neighbors' children come over to play with your own hopefuls, whichever their sexes may be, you're rather lucky if the afternoon passes without a rumpus, a quarrel, sometimes even a blow or two exchanged before the visitors go home. It's all part of the game, and the next day the kids are playing together as happily as ever—if you don't interfere too officiously.

▼

Now if you bring almost nine hundred of the neighborhood kids together, put them in one big building, keep them confined at desks most of the day, turn them loose on the playground in hordes, it wouldn't be human nature if there weren't occasional clashes of temperament. In the ranks of that outfit there'll be the bully, the sneak, the sissy, the prig, the loafer, the potential crook—just as many types as you'll find in the outside world. Why not? They're the undeveloped individuals of later life, without the restraint that time and experience bring. And it isn't to be expected that they'll all get along like perfect little ladies or gentlemen. Human nature just isn't built that way.

We'll do the best we can to keep them in order and civilized. But you know what happens when the neighbors' children come over for the afternoon. Sometimes, even, when a quartet of their elders get together to play contract, trouble arises—maybe in a nice catty way—but I'd just as lief it were settled by the kids' fists. And this isn't for just one afternoon, but all day, five days a week.

Don't take those boyish scraps too seriously. Young folks have a way of settling their own squabbles.

▼

The telephone bell rings sharply, almost before I can get the office door unlocked. On the wire is a strident, feminine voice—we will call her Mrs. Lee. She has a compl'ynt. Her own youngster is mortally afr'yde to go to school. This morning two boys were throwing stones at 'im all the wye to school. They were bigger boys than 'e, too—and they were throwing stones at the electric lights.

I want to ask her just how she knows that they were throwing stones at him all the way—and how she knows all this. School won't start for at least ten or fifteen minutes. But rather than prolong the discussion, with half a dozen waiting for me in the office, I promise rashly that I'll do something about it.

▼

Investigation brings out that the Lee youngster is a boy of scant six, and that his alleged assailants are a first-grade youngster in one room and a second-grade youngster in another. Let's call this last one Jones. He stoutly protests that he didn't do anything. At last he admits throwing stones. We send him out to bring back the other boy. Instead of doing it, he slips off home.

A second telephone call from another indignant parent, wanting to know why her boy has been sent home, and why he is so incoherent. With more or less difficulty, we try to explain the situation to Mrs. Jones.

"Oh—*that* Mrs. Lee!" You can almost hear the lifted nose over

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the wire, the sniff, the note of scorn.

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And finally the Lee boy is queried, and he admits in blank surprise, 'why, they wan't doin' nothing." Just a little tossing of pebbles around. No, he wasn't hurt. One hit him on the shoe. The other boys tossed a pebble or two at the foot of a telegraph pole. All on the way to school. "Maw said—"

Yes, I know what Maw said. At least half-an-hour of a busy morning wasted as a result of what Maw telephoned—the principal's time, the teacher's time, undesirable impressions made on the mind of a boy or two, a panicky fright and a neighborhood squabble—over nothing at all.

▼

Just another sample of a parent's picking up a child's disagreement and magnifying it a thousandfold—carying it to a finish that the child had never dreamed, even in his threat to "tell my mother."

Wouldn't it be a good idea to keep hands off—let the child settle his own problems, anything but the serious ones, at least? Yet how many of us do that?

▼

Miss B. was having a drawing lesson this morning. In the course of it the boys and girls were cutting out circles of varying sizes of colored paper for a booklet. For a series of patterns she was using a dime, a nickel and a bus-line car-check. When the tracing was finished, the nickel was missing. Its progress was accounted for down to the last two boys in the room.

There was, of course, the possibility that it might have been brushed off upon the floor or gotten into the wastebasket with the scraps. A thorough search revealed its presence in neither of these places. A nickel, of course, isn't much, but Miss B is nothing if not conscientious, and it's the principle of the thing that worried her. So she had the boys turn out their pockets, etc.

Bill's mother is a high-strung woman who has made trouble more than once before on school matters. She writes a hotly indignant note to Miss B., objecting to her son's being branded as a thief, and being compelled to turn out the contents of his pockets, etc. She demands an investigation and an apology from Miss B. It also happens that they have had trouble before over report cards. Miss B. refuses to see her or talk with her.

It also happens that Bill is entirely innocent of the charge of purloining the missing nickel. Joe, the other boy, had secreted it on his person, and spends it for candy that night—with a resultant stomach-ache, and the discovery of the candy by his mother, for which she hadn't given him any money. She sends back a nickel to school the next morning.

Miss B. gets her missing nickel,

Bill is cleared, but—what is Miss B's best course? Was she justified in her police-matron, strong-arm methods in searching the youngsters? Should she have let the matter go entirely, rather than make so much trouble over a small thing? Or would sidestepping be an admission of weakness and an encouragement for the youngster to get away with more the next time? Has Bill's mother a real cause for complaint against Miss B., and what should the latter do about it?

And so it goes . . . the principal has to hold informal court almost daily, for parents, for pupils, for teachers. He needs to be a combination of Talleyrand, King Solomon and the consul Manlius rolled into one—and even that wouldn't be entirely adequate.

Third Grade Gives a Poetry Program

—with resulting pleasure to themselves and their first grade audiences, plus some lasting benefits.

HOLGER W. ANDERSEN
and
INEZ ELLIOTT ANDERSEN
Arkansas State College
Jonesboro

ALMOST all teachers of elementary school children wish to have their pupils develop an interest in reading poetry for enjoyment, and a skill in interpreting poetry for the pleasure of others. Such interest and proficiency are not difficult to foster, if suitable poems are selected, and if an interested audience is provided.

There are many delightful books of poems for children available today. One of the most charming is A. A. Milne's *When We Were Very Young.* And of course an interested audience can always be secured by the simple expedient of either inviting guests or going visiting. Here is an account of how a third grade arranged a poetry program of selections from *When We Were Very Young,* and presented their program to a first grade.

Initiation

The teacher owned several books of poems for children, and often she read from these books to the class—sometimes during the language period, and sometimes when the class seemed to need recreation. Then the pupils started bringing poetry books to school—books they had received as gifts, or had secured from the library. Both class and teacher read from these, alternating "reader's choice" with "request numbers."

An informal popularity poll showed *When We Were Very Young* to be the class's favorite book of poems. One child wondered "If the first grade wouldn't like to hear us read these poems. And anyhow, we ought to do something for them, because their teacher brings them in to read to us just lots of times." The suggestion was enthusiastically received by the class, and after much discussion and deliberation a plan of procedure was evolved.

Plan of Procedure

The children called their plan by the forthright title of "Things To Do For Our Poetry Program," and kept a list of the essential activities on the blackboard. Changes in the plan were made from time to time, but the basic outline was as follows:

1. Bring all the copies of the book we can find.
2. Read all the poems in the book, so we can vote for the ones we want on our program.
   a. Divide into as many groups as we have books.
   b. Pass the book around in each group and take turns reading aloud. Do this every day until each group has heard all the poems.
3. Come together and vote to see which poems we want to have on our program.
4. Divide into groups again and read only the poems we chose for our program.
5. Come together and assign the poems or parts of poems. Give everybody something to do.
6. Write the assignments on the board so everybody will know what his job is.
7. Make suggestions about how to give the poems in the most interesting way.
8. Divide the program into four parts—for practicing.
9. Practice in the four corners of the room. Choose a chairman for each of the four practice groups. Let the chairmen be in charge of the practice, but let him call on the teacher for suggestions if he needs to.
10. Come together and practice the whole program. Keep practicing until the program is ready.
11. Ask the first grade to let us

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visit them and give our program for them.

Presentation

Practicing proved to be so much fun that it was several weeks before the children were willing to say their program was as good as they could make it. They had set up very exacting standards for themselves. But eventually the day came when they said, "Let's give the program today." A representative was chosen to extend the invitation to the first grade and schedule a convenient time. The invitation was accepted with alacrity.

To the original list of "Things To Do" has been added another item: Each child make a copy of the program for a child in the first grade. For some of the pupils this had been an arduous task, but they had accomplished it. So, into the hands of each listener went the following program:

Poems from A. A. Milne's *When We Were Very Young.*

Buckingham Palace—Parts for Alice, Christopher Robin, Narrator
The Christening
Puppy and I—Parts for Child, Man, Horse, Woman, Rabbit
Lines and Squares
The Brownie
Market Square—Parts for Child with a Penny, Seller of Lavender, Seller of Mackerel, Seller of Saucepans
Disobedience—Parts for James James Morrison, James' mother, King John, Narrator
The Three Foxes
Rice Pudding
Missing
The King's Breakfast—Parts for King, Queen, Dairymaid, Alderney, Narrator
Hoppety
Little Bo-Peep—parts for Bo-Peep, Boy Blue
Emmeline—Parts for We, Emmeline
Vespers—parts for Little Boy, Narrator

Evaluation

When the third graders had returned to their classroom, they discussed their presentation and evaluated it in terms of the reactions of the audience. It had been quite obvious that the first grade children had thoroughly enjoyed the program; so the third grade had achieved its objective of presenting a program of poems in a manner pleasing to an audience. Likewise, it was apparent to the teacher that she had realized her objective of fostering an interest in reading poetry for enjoyment and developing skill in interpreting poetry for the pleasure of others.

THE BEGINNING TEACHER

By RUTH C. FREY
Ottawa, Ohio

Criticism

Don't be too critical. It's far easier to criticise a job done than to do it yourself. I tell my classes that the first opinion voiced in solution of a problem is likely to be severely criticized by those members of the class who would not be able to think of a solution. The answerer "puts out his neck" as the soap-box orator would say.

Monopoly

What are you going to do when some youngster tries to monopolize the class's time? Often the pupil who speaks freely is a hindrance rather than a help. Maybe you need to develop a class news-bulletin just for that sort of pupil, saving class time for the less nimble-witted.

Argument

Don't forget, if you are teaching normal children, it is far easier for them to argue with you than to study for themselves. Don't let them put this over on you and then boast of their prowess. The best compliment I ever received—and maybe it would be wise for me to look at it again for fear I was duped—was that arguments in my classes "got someplace." I just wonder now that years have passed since the chap said that. He was a winsome lad. Did he really mean it?

Attitudes Are Contagious

When the group is bored by some school activity which seemingly must be endured, such as dull motion pictures designed to educate but hopelessly out of date or over-technical, please, teacher, don't show any boredom. Don't be bored. That bespeaks a little mind. Find something of interest if it is only your study of pupils being bored. Try to see a solution of a difficult situation and put that solution into practice on the bored ones later. They must not think that you share their picayunish judgment.

Everything Is Useful

Back in the teacher-training days of my experience, I find two girls of the same name who represent opposite types of teachers, the practical and the theoretical. One day the talk revolved about loaf sugar. I dropped the remark that everything was useful to the alert teacher, whereupon we began to enumerate uses for loaf sugar. These ran: (1) count with it, (2) teach the form of the cube with it, (3) train the senses of taste and touch with it, (4) use it for rewards, (5) teach color and form, (6) illustrate physiology with it, (7) use it for patterns for drawing. Much of this was proposed by the student possessing practical imagination. The other sat by, saying to herself, "These are nice ideas. I'll store them away to enlarge my supply."

Needless to say the first teacher and her pupils had a fine time together. The second was a schoolteacher, that's all.

Your Scholarship

You are more fortunate than most persons in that the profession you have chosen requires constant study. Only through scholarship can you hope to retain your leadership of the growing mind. At your best, some of your pupils will outdistance you in a short time. These are the students that make you thankful that you are a teacher. They are not run-of-the-mill pupils. Each challenges your best efforts regardless of the age of the pupils you teach.

Don't be afraid to say, "I don't know," to such youngsters as this. You can't hope to dodge their questions. Their quick minds detect your sham. If you will only keep yourself alive by study, your "I don't know" will not need to fall so often and your direction of these genius children will not be impaired. Your pleasure in teaching will be enhanced.

Grading

You're wondering how to grade, aren't you, and asking all your elders in the profession? Maybe this will help. A fine, bright-looking, little girl came into my fourth grade one September, but her work just didn't measure up to her promise. At our first examination—we gave three per year—Elisa failed in three subjects. By the time the second examination came she had "caught on" and made an excellent score in three of her tests. How happy we both were! However, before school closed the next spring her family moved to another state. Do you suppose she had to repeat fourth grade because of her slowness in adjustment? I fear so, unless she fell into the hands of a most discerning teacher who could read her story in the grade-card she carried from us.

Once I carried a spelling problem to my superintendent when the state school superintendent was in the office. Should the child pass or fail that spring? She was unable to spell? (How young and inexperienced I was! I saw only black and white, no gray.) The question was referred to the educational leader, not because the superintendent could not answer it, but because it was his policy to let the teacher talk her way to a solution of her own. The great man made one simple comment—"Zounds, man, spelling's a gift." I've never been able to accept the premise, but the result—the promotion of the child—was the only just action.

If pupils are to fail only when repetition of the work will strengthen them for future tasks, then grades measure the child's effort not his accomplishment.

I May Be Right— I May Be Wrong

WILLIAM C. McGINNIS
Superintendent of Schools
Perth Amboy, New Jersey

Teachers Should Welcome Physical Tests

SOME teachers and administrators in New Jersey regard the physical examination law as an invasion on their personal rights. It has been suggested that teachers oppose the physical examination law and work for its repeal. I am in favor of this law.

It seems to me that we teachers are too much inclined "to stand on our rights." There is always or should always be a question of relative rights when we talk about our rights. Rights should always be observed. The real question is, whose rights? And, what rights? The selfish rights of the few or the unprotected rights of the many? What of the rights of the children? The purpose of the statute is protection of pupils against communicable disease. From the very beginning of statutory provisions and public health authority regulations for safeguarding the health of the public there have been objections by individuals and by groups of people and the objections have been based on two foundations, ignorance and a selfish regard for personal rights.

We of the teaching profession have much to be proud of in the accomplishment of teachers as individuals and as members of organized groups. I am not arraigning the teaching profession. I am proud to be a teacher. My thought is that there should be more of us to stand as champions of little children entrusted to our care rather than, when a question such as this law arises, to stand on our personal rights. The teaching profession is a profession of service.

Is this too severe a test for our profession? No, it is not. Children have many rights. Among those rights is the right to healthful living conditions, especially in the school. If we teachers do not help to lift the burden from the pupils in the public schools it will not be for lack of many a golden opportunity. It may be that in the future as in the past the work of reform for making better, safer and happier the life of childhood shall be performed by other hands and hearts than ours. Men and women of the teaching profession have been taught by training and experience to apply the rules of reason, but it is necessary that they not only keep their heads clear but their hearts warm when deliberating questions that involve the welfare of girls and boys.

Some Schools Totalitarian

I BELIEVE that active participation in democracy should not be deferred beyond the high school years. I believe it should come much earlier than the high school years and that there should be a progressive increase in the amount of active participation by pupils.

If boys and girls are to be good citizens in a democracy they should receive some training through experience in the practice and responsibility of democratic action. We are too much inclined to teach *about* democracy in courses in problems of democracy and too little inclined to teach democracy by providing opportunities for pupil participation in democratic procedures. Courses in problems of democracy are valuable but they are remote and abstract.

▼

One serious charge that might be brought against secondary education in the United States is that the set-up and control of the secondary school, so far as the pupils are concerned, is totalitarian.

It Seems to Me

BYRON C. KIRBY
Principal, Oliver School
South Bend, Indiana

Indoctrinate? Yes!

Indoctrination may be good or bad—it all depends upon the purpose. If the reason is creation of hatred for the Constitution, The Bill of Rights, Christianity and the American way of life then indoctrination and all that it implies is repugnant.

However, indoctrination for the purpose of creating love for America and American traditions—indoctrination for the purpose of welding all elements into one strong, healthy society—is essential to preserving our place of leadership among the nations. True, no phase of our social structure is perfect—much can be done to improve every element of it—and much will be done as real Americans cooperate from day to day in meeting current problems.

As a foundation for virile growth and for American solidarity we should teach every last child, every last citizen, to love all that pertains to our national life—the battlefields, great leaders, constitution, industrial system, type of government and traditions. An abiding faith in the United States—its past, present and future—is imperative. We don't have to borrow anything from Europe, Asia, or Africa—our forefathers came here to escape those cultures. And just between you and me, they knew what they were doing.

Indoctrinate—yes, a thousand

times indoctrinate every individual in the American way of thinking. With all its faults where can you find anything else one millionth as good?

Football and Character

Adherents of football contend that it is of major value in developing character. That argument has little weight—perhaps it has no weight.

Character can be developed through dealing fairly with students in the class room; maintaining a spirit of cooperation; seeing that each is challenged to the extent of his capacity; permitting no cheating or dishonesty; seeing that the good is rewarded and the evil discountenanced. Daily class room work, clubs, sponsor room activities and intra-mural work are as valuable in developing character as inter-school football—perhaps more so.

Football is big business—money must be made—hence games must be won—hence teams must be winners. Among other things this suggests: unfair means may be used to induce players to attend certain schools; techniques may be devised for circumventing the spirit of the rules; in many cases coaches openly disregard both the spirit and the letter of the rules. Players understand the trickery connected with the game and often develop emotionally in that direction.

It is a safe bet that just as high a per cent of people who never played football are good citizens as of those who played in high school and college. Again, there are as many honorable women in America as men—and they didn't get their start on the gridiron.

If football must be defended let's defend it on its essential values rather than a series of trumped up reasons.

"When music and courtesy are better understood and appreciated there will be no war."—*Confucius.*

All in the Day's Work

EVERETT V. PERKINS
Principal, Cony High School
Augusta, Maine

A Smoke Talk

At assembly today a boy read Gene Tunney's article in the December Reader's Digest on cigarettes.

So much money is spent today to encourage the use of cigarettes by all classes of people that boys and girls are apt to get the opinion that any one who does not smoke or advocate smoking, is either a back number or a crank. It is refreshing to find a man of Gene Tunney's intelligence, character, and accomplishment who speaks out on the dangers of the tobacco habit.

I feared at first that some expression of disgust might break out somewhere in the student audience but there was respectful attention and good applause came at the end. Probably the chief reason for the friendly reception given the article was that it was read by a popular boy of high achievement who himself does not smoke.

Four Ways to Aid Defense

We have a special assembly to hear a broadcast of the President's message to Congress following the Japanese attack on Pearl Harbor. Before the meeting was dismissed I suggested four ways in which the students could begin at once to help the nation.

1. Develop a calm and courageous spirit. This does not come by sudden inspiration but has to be built up by anticipating all the things that might happen and being prepared to meet them.
2. Seek to improve your health. About thirty per cent of Maine young men examined in the recent draft were rejected as unfit. Observe the well known rules of eating, sleeping, and exercise. In this way you will have the physical strength and endurance to do your part when called upon.
3. Be friendly and helpful towards all people, especially towards the young, aged, and unfortunate. Kindness binds all classes together and makes the community strong to meet any disaster which may be in store.
4. Try to understand for yourselves and to interpret for others the great principles common to our democracy and our Christian religion, such as the dignity of the individual man and justice and opportunity for all. As members of the leading educational institution in this section of the state it is your special duty to hold high the ideals of our institutions.

These are some of the ways in which you can help build up the nation within while it is being defended from its enemies without.

The Private School Agent

There is no doubt that I offended one woman today. Among her duties is that of being promotion agent for a private school. She wanted me to interrupt our program, call the senior girls together, and let her tell them about the advantages of her institution.

I told the woman that there were over one hundred girls in the class and that many of them had their plans all made for next year. At most not more than two or three would be interested in what she had to say. I offered to send out a notice for any to come to the office if they wanted to talk with her but told her that I did not think it was fair to the students for me to use my authority to call them all together for her purpose.

The woman had much to say about what had been done for her in other places; I admit that I sometimes take a little pleasure in being odd.

The News Digest
OF EDUCATION IN ACTION

Trade Teachers Becoming Scarce

BOSTON.—The competition of highly-paid industrial jobs has created a shortage of teachers for national defense training courses in the city schools, Edward M. McDonough, headmaster of Boston Trade School committee.

Qualified men scorned the $7-a-day compensation offered by the schools, he said, adding he had found it impossible to find five trade instructors for courses in machine shop practice, automobile mechanics, radio and sheet metal work.

Married Teachers May Retain Jobs

SELMA, CAL.—The Selma district school board, which previously banned married women from the teaching staffs, has given a marital "go-ahead" ruling to teachers with prospective husbands in the armed forces of the United States. The board decided that teachers can marry and still hold their jobs as long as their husbands remain in military service.

Three Substitute For Principal

BEVERLY, MASS.—A unique administration for Beverly High School was decreed recently when the school committee named a co-ordinating committee of three to replace Fred H. Pierce, former principal, who became acting superintendent of schools when Starr M. King, superintendent, entered army service as a major. The three are Miss Bertha A. Dugan, dean of girls; Frank E. Root, dean of boys; and John W. Page, an instructor in the high school and trade school.

Pupils Request Raise for Teacher

SOMERVILLE, MASS.—An unusual incident in Somerville schools came to the attention of officials recently.

When students don't like teacher, that is not news. But when a pupil does, and asks the School Committee to promote her, that is news.

Members of the Junior Class in the Somerville High School, 11 in number, petitioned the School Committee to make Miss Agnes Viano a director of physical education for girls at the school. She is now an assistant.

The request cited at length the qualifications of the teacher from the point of view of the students.

RAISES URGED TO HALT FLIGHT OF TEACHERS TO DEFENSE JOBS

NEW YORK.—A proposal that communities throughout the nation increase the salaries of teachers from 10 to 25 per cent with an average country-wide increase of 15 per cent in order to halt the flight of poorly paid teachers from desks to work benches in defense plants where large salaries are offered was made by Dr. Alonzo F. Myers, Chairman, and Dr. Donald DuShane, Secretary, of the National Commission for the Defense of Democracy through Education.

The recommendation followed a survey by the Commission which found that the United States faces a serious shortage of qualified teachers that threatens to undermine the educational standards of the nation. The shortage has already reached the rural districts, where between 40,000 and 50,000 qualified teachers will be needed during the coming academic year, the survey found.

The defense boom holding out the opportunity for high salaries to men and women in teaching posts is slicing off many of the lower paid rural teachers, the report said, and if the war continues and the demand for defense workers increases, this shortage will reach the large cities and even such areas as New York City." A "definite shortage" of vocational teachers is already felt in cities, it added.

Commenting on the findings of the survey, Drs. Myers and DuShane recalled that in rural districts of the South, salaries for Negro teachers range from $25 to $65 a month, while the scale for white teachers is from $40 to $80 a month.

"The rural shortage is being aggravated by these ruinously low salaries," they charged. "No provision has been made to increase the wage levels, accordingly, the effect on education will be disastrous if the crisis continues."

They agreed that enough vacancies would result in the next year or two to absorb every qualified teacher in the country, adding that this was the biggest teaching boom since the first World War.

Founded last June at the summer convention of the National Education Association, the Defense Commission has as one of its objectives the safeguarding of educational standards throughout the country. Research facilities of the N.E.A. are utilized in making its studies and reports.

Latin is Language In Hitler's Europe

ROME.—Latin will be the official international language for scientific relations in Hitler's so-called new Europe, the newspaper Il Messaggero said, and the Institute of Roman Studies is preparing modern Latin dictionaries for that day. The question of uniform pronunciation remains to be solved.

Students Earn Degrees In 3 Years

NIAGARA FALLS, N.Y.—The defense emergency was recognized at Niagara University when university officials completed a program to allow students to earn degrees in three years instead of the usual four.

The plan permits only above-average students to register for the three-

ST. LOUIS OFFERS COURSES FOR "DISTRIBUTIVE" OCCUPATIONS

ST. LOUIS, MO.—If you want to learn how to run, or brush up on the running of, a turret lathe wherever you are you won't find it very hard to get the necessary instruction. But suppose you're a shoe salesman, and you want to know how to do your job better. There aren't very many opportunities for schooling in this field. But wait! St. Louis has solved that problem. The St. Louis Public Schools remembered about the shoe salesman, and the lumber merchant, and the printer, and the service station attendant, and all the rest of those in the "distributive" occupations. These folks can go to school in St. Louis. They can go at night so the studying won't interfere with their work, and for only $1 a semester.

In cooperation with the State and Federal Governments, the St. Louis schools have launched this new program, aimed at filling in a need in a commercial field often overlooked in occupational training plans.

The courses are given in public schools and high school class rooms. Practically all of the sessions are held at night. They are not educational courses in the academic sense, but simply short courses of practical help for those who have specific needs in their vocational fields.

Each course is limited to 13 sessions a semester, the minimum number of students for a class being 20. New courses may be organized for workers in any industry as long as they are legitimately classified as doing "distributive work." In fact in many cases the industries themselves propose and outline the courses. For each class there is an advisory committee composed of leaders in the respective field. This committee selects the instructor and decides on the general policy to be followed and material to be covered.

year course, the students not being permitted to register until the end of their first year.

The students will be allowed to complete the four-year course in three years because the university believes a complete college education is necessary for national defense, especially for technical and professional men.

The university seeks to prevent interruption of college training by call to military duty under the selectice service act. The three-year plan will alloow above-average students to earn degrees in many cases before they reach the age of twenty-one.

California Boys Take Up Cooking

LOS GATOS, CALIF.—Cooking classes are very popular with the boys at Los Gatos High School where in many instances they excel the girls in culinary art, according to Miss Marion Norvedt, instructor.

The object of the course is to give the boys an opportunity to become good home makers, and acquire a knowledge of cooking that may prove invaluable when out on camping trips, living alone in apartments, or even help mother or friend wife occasionally with household duties. The course may also be the foundation for a career should any of the boys desire to become chefs, it is pointed out.

Religious Education Gains in Five Years

WASHINGTON.—Approximately 500 communities of all sizes in all parts of the country now release children during school time for religious education, according to an Office of Education Survey just made by Dr. Mary Dabney Davis, Senior Specialist in Nursery-Kindergarten-Primary Education.

Major development of weekday classes in religious education has taken place especially during the last five years, about half of the programs now in existence having been initiated since 1935, Dr. Davis's study showed.

Attendance figures reported indicated that nearly two-thirds of the elementary school boys and girls and a little more than one-third of the high-school pupils take advantage of the opportunity to attend weekday religious classes when they are offered.

Education Of Quintuplets

NORTH BAY, ONT.—Education of the Dionne quintuplets will be placed in the hands of the Ontario Department of Education, it was announced here following a meeting between the children's board of guardians and Attorney-General Gordon Conant.

Keith Munro, the quintuplets' business manager, said they and the other Dionne children would start immediately to be taught by methods accepted by the Department of Education for the teaching of English and French pupils of the province.

500 London Pupils Test U.S. Vitamins

LONDON. — Five hundred London school children between seven and fourteen years old have been selected to take part in a practical test of the effect on general health of concentrated vitamin capsules recently arrived here from the United States.

Half the children will get the capsules, and the other half will get the ordinary food rations under controlled conditions and under the supervision of the medical and dietary experts.

Twins End Teaching Careers

BOSTON.—The Misses Lillian S. and Viola M. Allen, twin sisters who have been Boston school teachers for nearly 50 years each, were among 42 city employes whose retirement was announced by the Boston Retirement Board recently.

Miss Lillian taught school for 46 years and Miss Viola for 43 years. They reached the retirement age of 70 on August 6.

Miss Lillian was at the Beethoven School and Miss Viola was at the Robert Gould Shaw School.

History Turns To Phonograph

TERRA HAUTE, IND.—Adolph Hitler, Neville Chamberlain, Winston Churchill, and Benito Mussolini may serve as "lecturers" to history students studying this war, according to Dr. D. W. Morris, director of the speech department at Indiana State Teachers College.

Dr. Morris explained that Indiana teachers have experimented rather successfully with the use of phonograph recordings for teaching history in the classroom.

Excerpts from the speeches of dictators and the leaders of the democratic nations have been correlated on six phonograph disks to tell a step-by-step story of the rise of Hitler, his march into Poland, and the subsequent declarations of war, Dr. Morris said.

Although the records are complete with music, sound effects and dramatic explanation, Dr. Morris said that

care was taken not to over-emotionalize the subject matter.

The original voices of all the leading public figures are heard, but Hitler and Mussolini are faded into the background to permit translations of their statements, and occasionally voices in carefully matched dialect gives the speeches in English.

Brazil Closes Schools Using German

RIO DE JANEIRO. — The Agencia Nacional, the Brazilian official news agency, announced recently the closing of three schools in the State of Santa Catharina because they failed to comply with laws relating to the nationalization of education.

The schools, situated in the most thickly German-populated belt in southern Brazil, were being conducted in the German language, contrary to a decree enacted on March 31, 1938, ordering that all teaching must be in Portuguese, the news agency said.

Brazilian authorities said that although the schools bore the names of illustrious Brazilians, such as the Duque de Caxias and Luiz Delfino, the establishments were not conducted in conformance with Brazilian national ideals.

Now Your Pupils Can

LAUGH AND LEARN GRAMMAR

through this really original text which will teach them sentence structure in spite of themselves and exercise their sense of humor at the same time.

Pupils will be *surprised* into reading the explanations and doing the tests and exercises in this book because of their compelling content. Much of this content is based on the amazing and comical adventures of the fabulous Paul Bunyan.

The book covers grammatical material essential at the junior high school level. It is not a handbook, but a humanitarian attempt to present the subject in a palatable manner. *Illustrated with drawings.*

Ask for the **LAUGH AND LEARN GRAMMAR** by Irwin H. Braun.

HARR WAGNER PUBLISHING COMPANY
609 Mission Street
San Francisco, California

ENGLISH TAUGHT BY NEW METHODS AT MONTCLAIR TEACHERS COLLEGE

MONTCLAIR, N.J.,—For three years Lawrence H. Conrad, Associate Professor of English at the Montclair Teachers' College, has been conducting a "Language Arts" course based on the "meaning approach to language" as opposed to the "speed method of reading," prevalent in public schools for fifteen years. Within a year Mr. Conrad expects to have enough reports from "disciples" practicing his method in secondary schools to measure scientifically the benefits of the training to "read for the meaning of each word in its fullest value."

Once pupils have learned to read properly, Mr. Conrad predicts, there will be a complete revision of I. Q. test measures. Pupils now thought to be "dull normals" may be found to be bright, an intelligence test, Mr. Conrad explains, being "but a test of verbal skill. If you can make skill in language the possession of every one," he says, "then you won't be able to classify pupils as 'dull normals' to be segregated in slow-learning groups which in themselves retard learning.

"Once the meaning approach to language becomes accepted as the basis of all education there will come about not merely a change in the English curriculum in the schools," says Mr. Conrad. "There will be a change in the entire curriculum based on a newer conception of language study. The change will come about within the next year."

THREE PROCESSES IN COURSE

"Translating from English into English," "reading in slow motion," "meaning out loud" and "dangerous discourse" are some of the terms associated with Mr. Conrad's course which is required of all freshmen who are English majors at the college.

The course involves three processes: vocabulary, slow motion reading and "dangerous discourse."

Dr. Paul Hanus

CAMBRIDGE, MASS.—Dr. Paul Henry Hanus, professor emeritus of education, at Harvard University and founder of the Harvard Teachers' Association, died at his home here.

Dr. Hanus was the leading authority in the country on educational systems, and was frequently called on to investigate and make reports on schools or school systems in this and in other states.

Defense Bonds Given as Bonus

BOSTON.—Every employee of D. C. Heath and Company, educational publishers, with a staff covering the whole country, has been given a United States Defense bond as part of a bonus in recognition of faithful and effective service during the past year.

The presentation of the bonds is made not only to indicate the desire of the Company to support the efforts of the Government to meet urgent needs, but also as a hint to the recipients that the gift might be used as a foundation on which to build their own offerings.

Students Desert For Defense Jobs

CLEVELAND, OHIO. — Senior high school pupils are deserting Cleveland classrooms for jobs at a rate which has increased to nearly 500 a month.

L. C. Bain, chief of the Board of Education's Bureau of Statistics, reported recently that high school enrollment dropped 10.17 per cent in the past year in which 2,905 left for employment.

Charles H. Lake, Superintendent of Schools, commented that "there are many jobs being offered high school pupils at wages up to $35 a week or even higher."

Cooperative Plan In Miami Schools

MIAMI BEACH, FLA.—The City of Miami Beach boasts an unusual school system. The system is designed to dovetail with the school systems of the largest cities in the United States, permitting children of Winter visitors to continue their schooling at Miami Beach with a minimum of lost study hours.

A.M.'s and PH.D.'s NEEDED
For The Better Positions

ROCKY MT. TEACHERS AGENCY
310 U.S. Nat. Bank Bldg. Denver, Colo.

This Will Be a Big Placement Year
—Write For Information.
Wm. Ruffer, Ph.D., Mgr.
Largest, Most Successful
Teachers Agency In The West

College Man Radiophones Home

SOUTH BEND, IND.—Parents who have been complaining for years that they hear from their sons and daughters in college only when the latter are in need of money, may, with the help of science, find a solution for their problem.

A student at Notre Dame, admittedly allergic to the lost collegiate art of letter writing, has installed a short wave radio set in his dormitory on the campus and communicates with his brother at Fort Dodge, Ia., at predetermined hours.

Between CQ's, while trying to establish a long distance contact, the student, John Kersten, said:

"I arrange a time with my brother when I shall go on the air and he's usually waiting to pick up my call. At the same time I talk with my folks and it saves writing letters."

No Federal Dictation Of School Curriculum

WASHINGTON.—Dr. John W. Studebaker, United States Commissioner of Education, recently advised Congress to forbid federal dictation of curriculum in schools to be built with Federal funds in defense areas.

The Commissioner appeared before the House Committee on Public Buildings to support President Roosevelt's request for $150,000,000 to be used in construction of schools, recreation huts, sewers and other community facilities in defense districts, unable to afford such necessities because of debt and tax limitations.

The Federal Government, Dr. Studebaker assured the committee, has no interest in selecting personnel, textbooks or content of curricula in the schools it intends to build. Its only concern, he declared, is to take care of the surplus education load brought upon certain areas by national defense.

School Cadets Donate Their Cots

NEW YORK.—Bundles for Britain, Inc., 745 Fifth Avenue, announced recently that the 350 cadets of the New York Military Academy at Cornwall-on-the-Hudson, N. Y., would give their cots and bedding to the organization for Brutish bomb victims and sleep on the ground during spring maneuvers of the cadet corps.

A letter from each cadet to the eventual recipient of each cot will be sent with the cots.

Important Meetings

FEBRUARY, 1942

18-20 — National Vocational Guidance Association. San Francisco.

19-21 — American Orthopsychiatric Association. Detroit, Mich. Helen P. Langer, M.D. Vassar College, Poughkeepsie, N.Y. Publicity Chairman.

21-26 — American Association of School Administrators. San Francisco.

26-28—American Association of Junior Colleges. Los Angeles.

MARCH

13-14—Eighteenth Annual Junior-High School Conference of School of Education, New York University. New York City. Julian Aldrich, Chairman; School of Education, New York University.

APRIL

1-4—Eastern Commercial Teachers Association. Baltimore, Md. Miss Sadie L. Ziegler, Rider College, Trenton, N. J., President.

6-10—Association for Childhood Education. Buffalo, N. Y.

15-18—American Association for Health, Physical Education, and Recreation in joint meeting with Southern District Association. Hotel Roosevelt, New Orleans, La.

MAY

1-2—American Council on Education; annual meeting, Washington, D.C.

JUNE

22-27 — American Library Association; 64th Annual Conference. Milwaukee.

28-July 2—National Education Association. Denver, Colorado.

JULY

8-10—World Federation of Education Associations, Montreal, Canada.

OCTOBER

2-3 — Pennsylvania Speech Association, Fourth Annual Conference. Harrisburg.

Grins Between Grinds

ACADEMIC FREEDOM

Football Coach (pep talk before game): "And remember, boys, that football develops leadership, initiative, and especially individuality. Now get in there and do as I tell you."

* * *

SKEPTICAL

A man whose death was noted in the morning paper, called up a friend on the telephone to ask him if he had seen that ridiculous report.

"Wait a minute!" the man at the other end of the line broke in. "Just where are you calling from?"

* * *

THE REAL TROUBLE

The speaker was much annoyed by a man in his audience who coughed and sneezed and blew his nose almost continuously. Finally, the speaker could stand it no longer. As politely as he could he suggested to the brother who was having so much discomfort that a visit to the open air might be good for his cold.

"I haven't any cold," came the answer. "I'm just allergic to applesauce."

* * *

NO SEE SAW

Housewife—Yes, I'll give you a handout on one condition. Did you notice that pile of wood in the yard?

Tramp—Yes, I seen it.

Housewife—You should mind your grammar and say you saw it.

Tramp—Lady, you saw me see it, but you ain't seen me saw it!

* * *

ABILITY DEFINED

Son: "What is executive ability?"

Father: "Executive ability, my boy, is the art of getting the credit for all the hard work somebody else does."

* * *

THOSE TESTS

Men at an army base were undergoing a radio quiz. The questioner shot this one at a sergeant:—

"When you divide a person's mental age by his actual age in years, what do you get?"

The sergeant cogitated for a moment and replied: "Blood pressure."

* * *

GLORIOUS

A young woman sitting next to George Bernard Shaw at dinner remarked: "What a wonderful thing is youth!"

"Yes—and what a crime to waste it on children," G. B. S. replied sagely.

Meet These New Books

Educational Psychology

In this book by George W. Hartman of Teachers College, Columbia University, we have an educational psychology which is representative of the best that has been thought and written in this important field of knowledge. Its primary teaching accords with the findings of The Educational Policies Commission which in its monograph entitled *The Purposes of Education in American Democracy* lists as the first major aim that of self-realization. It is written from the point of view that teaching is above all else concerned with the development of the growing child. With this nobody will take exception today, the only difference between those who call themselves progressives and their opponents in this regard being a matter of degree of emphasis.

In giving a general idea of this text in *Educational Psychology*, one would like to print both words of the title in italics. The book is both psychological and educational. The teacher, or future teacher, who is brought into contact with it will do better work. The outstanding characteristic of the material is the way it ties up with the real problems of the classroom.

Hartman's *Educational Psychology* is an essentially dynamic text which is certain to be widely used.

EDUCATIONAL PSYCHOLOGY. By George W. Hartman.—New York, Cincinnati, Chicago, Boston, Atlanta, Dallas, San Francisco: American Book Company.

Everyday Occupations

Assisting young people to make wise choices of life work has become an inescapable duty of the modern public school. Texts in this field have been improving in practicality and attractiveness.

The new text, "Everyday Occupations," by Davy, Smith and Myers, happily supplies a fund of useful information about opportunities in all ten major classifications of employment listed by the United States Census. The style is clear and interesting. There is an abundance of what advertising men call "you-interest." From this book pupils will learn a great deal about the kinds of work that go on in the world about them. The authors have presented the advantages and disadvantages of various types of occupation in parallel columns. Illustrations are numerous and portray workers at their tasks. This volume should be of utmost value to young persons facing the problem of what to do with their economic lives.

EVERYDAY OCCUPATIONS. Mildred A. Davey; Elizabeth M. Smith; Theodore R. Myers. — Boston, New York, Chicago, Atlanta, Dallas, San Francisco, London: D. C. Heath and Company.

Famous Inventors

Fourteen success stories of real significance and inspirational quality for boys and girls have been gathered into the book of "Famous Inventors" by Irmengarde Eberle.

No more important biographies in this area could have been chosen than the ones here included, for each name is identified with an invention that has revolutionized some field of human effort. Beginning with Gutenberg, the list comprises Watt, Whitney, Fulton, Stephenson, Cartwright, Morse, McCormick, Bell, Edison, the Wright brothers, Daimler (one of several pioneers in the making of automobiles), Bessemer, and Marconi. Each sketch is told with just enough detail to be satisfying and dramatic.

The language is within easy range of boys and girls. Each story is preceded by a specially designed illustration. Children can learn much, with pleasure in the process, from this attractive volume with its open pages and its lessons in perseverance.

FAMOUS INVENTORS.—For Boys and Girls. Irmengarde Eberle.—New York: A. S. Barnes & Company.

Developmental Reading In High School

For years the notion persisted that the art of reading is so well learned by most children while in the elementary grades that attention to reading in the secondary schools was unnecessary. Fortunately that notion is fast yielding to a more realistic view. Not only are there many high school pupils needing special assistance with their reading disabilities, but it now seems probable that nearly, if not quite all, high school students can profit from a well managed reading program.

Adding to the small number of practicable texts for teachers in this field, comes "Developmental Reading in High School" by Guy L. Bond and Eva Bond. The volume contains a detailed treatment of both the all-school reading program and the program for retarded readers only. There are suggestions on diagnosis with a minimum of fuss and testing. Valuable principles to be followed in all special cases are laid down. A particularly fine job has been done in the sections discussing the reading techniques required by students in the respective areas of the curriculum. Every mathematics teacher, for example, might well study the sections on mathematics. And the same goes for the teacher of social science or any other so called branch of the curriculum.

DEVELOPMENT READING IN HIGH SCHOOL. Guy L. Bond; Eva Bond. —New York, Boston, Chicago, Dallas, Atlanta, San Francisco: The Macmillan Company.

Our First Speech Book

Your reviewer has enjoyed Miss Lloyd's "Our First Speech Book" so greatly that he wonders if he has quite grown up or is, perchance, slipping into a second childhood. If neither of these is the correct explanation, then there is something so original and purposeful in the author's set of practice lessons, with their jingles and their generally jaunty ways of attacking speech difficulties, that the youngster lurking in all of us is reawakened and bemused.

Did you ever think of the sound of "f"—the sound and not the letter—as the word a cat employs to express her disdain or anger, a sort of "Phooey to you!"? Or have you formed the sound of "k" (not the letter, mind you) by pretending you were getting a fish bone out of your throat? Well, such are the manners of this droll little drill book. It is designed to give elementary guidance and exercise in correct habits of oral English. The author has taught speech in the first grade of an elementary school and now teaches it in college, but her belief is that speech habits need to be molded early, if Americans are to overcome their slovenly enunciation. Hence the book is both an argument for definite attention to speech in the early grades and a clever instrument to aid the process.